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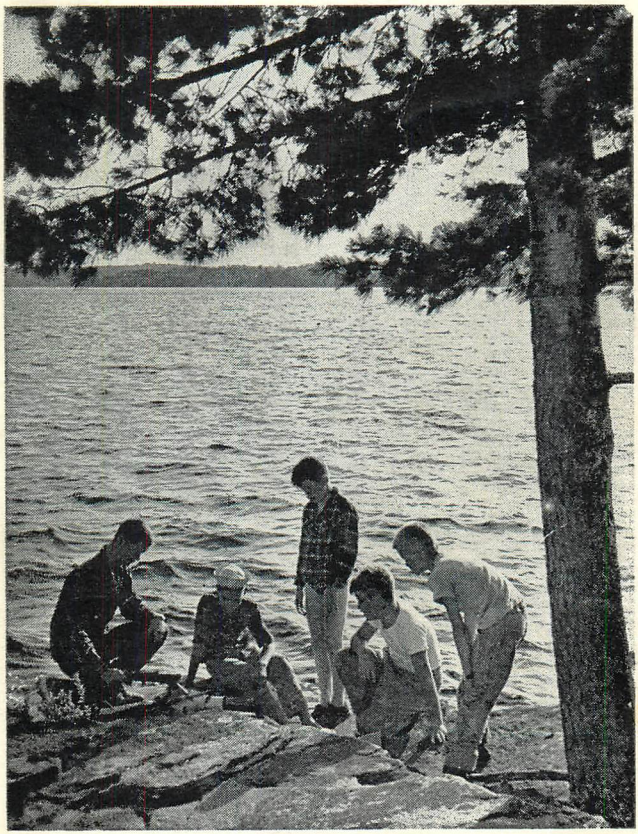
CANADIAN CAMPING

February 1958, TORONTO, CANADA



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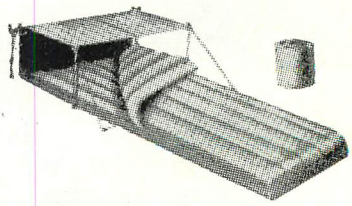

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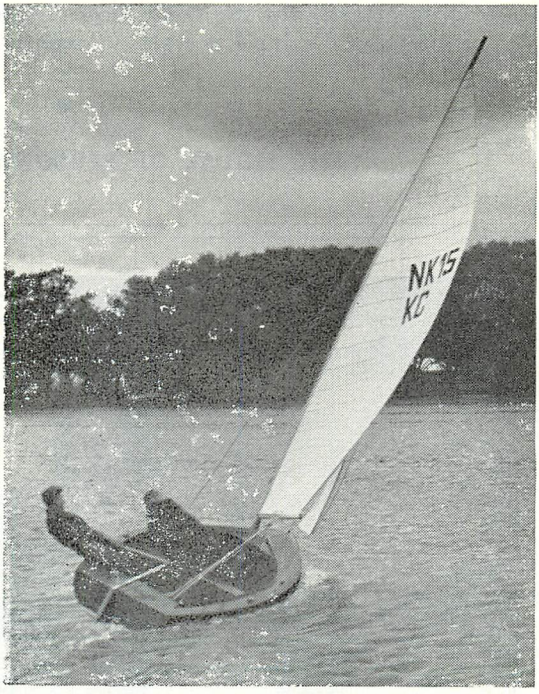

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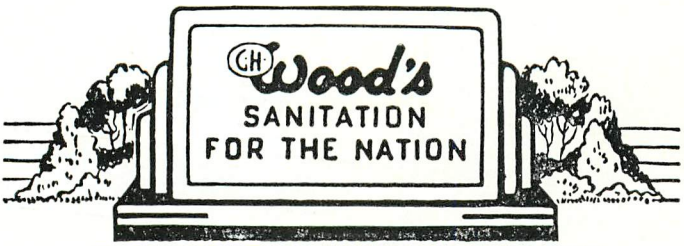

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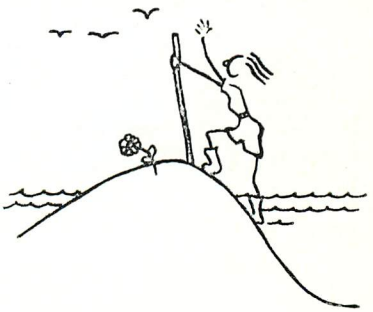

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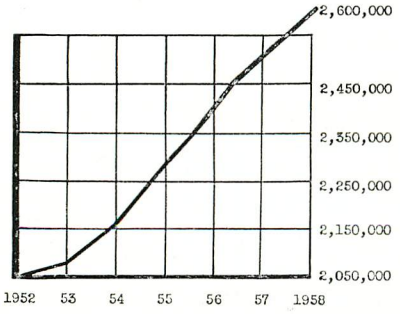

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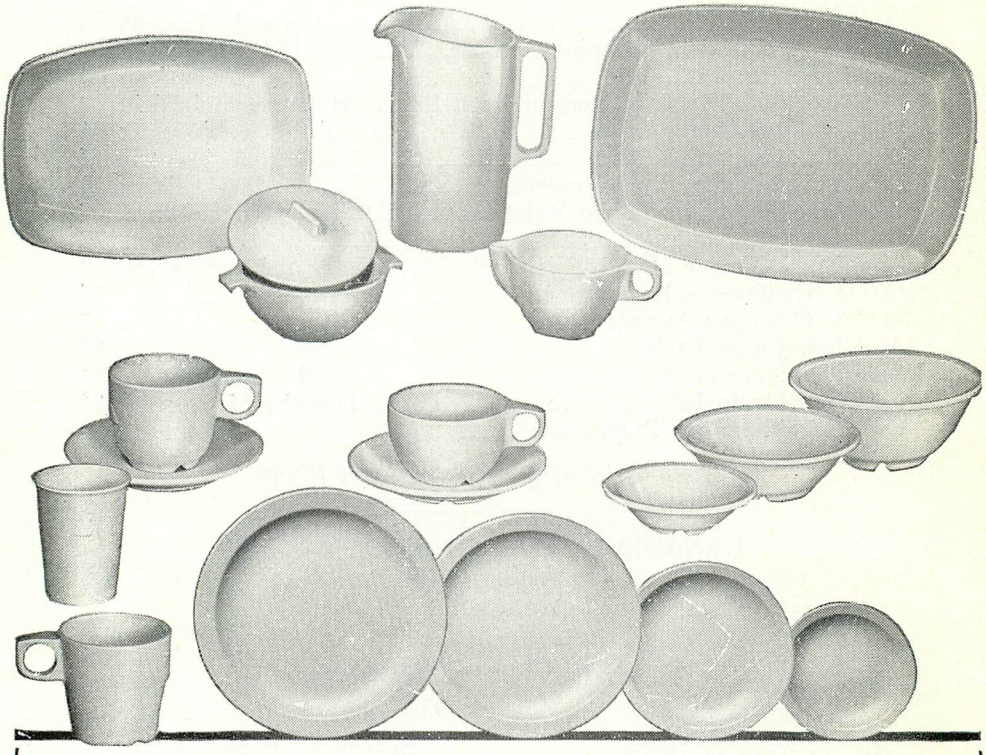

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ACCENT ON SAFETY

EDITORIAL

By Oscar L. Pearson,
Professional Recreational Consultant

"It's too late to lock the stable door after the horse is stolen". That's an old axiom, but is more than applicable today when we speak of safety in camps. As a matter of fact, only an evening or so ago a group of camp directors discussed the advisability of Shooting the White Water on canoe trips. There were those who said it could be done by experienced canoeists; the consensus, however, was that it is much wiser to take precautions than to be regretful for the rest of your life; that in spite of careful and prayerful thought there is bound to be chance of a fatal accident.

I hope no director will ever have the experience of searching for the body of a drowned boy in a river with swiftly-flowing rapids, and of notifying parents that their only son has been lost in this tragic way. I have had this experience on two different occasions, and they remain as nightmares in my mind forever. For this reason I shudder to see the lack of simple safety precautions when I visit some camps, especially in the waterfront area.

No one person can have all the answers to safety, but I am hoping that a few of the following suggestions, if carried out, will certainly help maintain a safer camp.

Have you ever thought of appointing a small committee of two or three staff members whose duty it is to make a pre-camp study of new safety equipment on the market, and who might be the ones to be responsible for a daily check of the camp area during the camping period?

Many changes have taken place in recent years in life-saving equipment. Inexpensive distress signals have been introduced, also life jackets with cartridge flares which could be carried on over-night or long canoe trips. At the present time a government committee has been studying life jacket styles, their buoyancy possibilities and their new materials. These jackets will be on the market shortly.

The committee could study this equipment at camp, whether or not the ring-buoys are in good condition, whether or not the camp is equipped with shepherd's crooks, grappling irons, flare pistols, an adequate number of life jackets for non-swimmers, as well as light-weight ladders by which to enter and leave the water at difficult places. They might check the boats and canoes for repairs.

Be sure that your camp has a contact with the Royal Life Saving Society, the Red Cross Water Safety Division or the Y.M.C.A. These organizations have splendid information on water safety. They can suggest films on safety as well as posters and lists of rules for display throughout camp. Their members will give safety talks if you will make such arrangements early in the year.

The committee could be responsible for marking out swimming areas for beginners, intermediates and seniors; for seeing that Life Guard Chairs are in place when there is no tower on dock; for ordering megaphones, and seeing that waterfront directors use the Buddy System, unless someone comes up with a better system for check-ups.

Camp Grounds

Go over the camp grounds with a fine-tooth comb to see that a check is made on broken glass, nails, barb wire, loose boards, steps and broken ladders.

Craft Shop

See that safety precautions are carried out in the craft shop; that sharp knives and scissors are put out of reach when not in use; that dangerous acids or poisonous solutions are kept under lock and key; that a strict watch is kept on motorized machines.

Fire Precautions

If a fire occurred in the dining room, assembly hall or cabin, would the campers panic, or are they well trained by regular fire drill or instruction? See that in this instance dollars are not put before safety . . . see that the proper and necessary fire fighting equipment is on hand: a portable fire pump and a hose long enough to fight a bush fire or for use in case the camp water pressure fails; also sufficient fire extinguishers of the right kind, and pails of sand are in the kitchen to combat a grease fire.

Sanitation

Have the committe check on sanitary garbage disposal with screened-in areas to keep the fly menace at a minimum; also check on sanitary toilet facilities. Is there super-cleanliness in your food service department, among kitchen staff, and generally throughout the camp? Proper abolution basins for the campers should be placed near the dining room and hands checked for cleanliness before campers enter the dining room.

A trained dietitian or an expert cook is paramount, one who is alert to cleanliness in the handling of food. Never economize on food. It should always be of high standard, the milk procured from a reliable dairy, and water from a properly chlorinated source. The kitchen help should be medically examined, the dishes properly and hygienically washed, and the floors scrubbed daily. The kitchen and food storage areas should be a source of pride when visitors are in camp . . . and at ALL other times as well.

True, these may be old maxims to those who have been in the camping field over the years, but it is well to review them each year, and to present them to new folk in the profession. The success of any good camp depends largely on the constant vigilance of the personnel. When parents entrust their children to camp life they expect that every human effort will be made to insure their safety.

I can assure you that it is a source of satisfaction when you open your camp to some hundreds of campers full of vim and vigour, to be able to feel confident that everything in human power has been done to make a SAFE, PLEASING and BENEFICIAL camp.

Hospitalization

There should be a medical doctor or registered nurses in the camp and they should be able to work with the proper equipment to take care of minor ailments and injuries, in a building removed from the centre of camp. Also make arrangements to get fast attention at the local hospital and with the local doctor. The committe should make sure that counsellors check campers for scratches, cuts, sunburn, colds, etc. There is another old saying about an ounce of prevention!

—●

What Lies Ahead in Camping?

By Mary Hamilton,
Founder of Camp Tanamakoon

An excerpt from Miss Hamilton's
forthcoming book, Recall of Algonquin

What have summer camps to offer to the development of the youth of our country?

It seems as if almost by accident, the camping movement has stumbled on a new venture in education, particularly important for the time in which we live. This is a mechanized age, and children, especially those who live in cities, are constantly surrounded by products of the age, radios, movies, television and cars. The desire to have more and more of these material things is overwhelming. It is interesting to note how the hum of the engine captures children just as it does their parents. On our northern lakes small boys and girls dash around in boats with outboard motors and are often indifferent to learning how to sail a boat or paddle a canoe. In camp this is changed. A new set of values is established which is independent of costly mechanical inventions.

Here in Canada with the North almost at our door, we have the challenge of a different way of life, which relies on human skills and resourcefulness rather than on possessions.

Surely one hope for the future could be that all our young people should have an intimate experience of our unspoiled woods, and so develop a desire to conserve this natural wealth which is our heritage. This is not to belittle our material mechanized creations. These have their uses and values but they cannot take the place of canoe trips, the hike over the forest trail, the mystery of a night in the open and the rich discoveries in nature that may rest the mind and stir the imagination of the child throughout her life.

One of the greatest values the campers find in camp is the meeting and adjusting to one hundred or more people, and it is surprising how quickly some of them make this adjustment. Personal relations are not easy to measure. It is simple to estimate a child's progress in physical skills, learning to swim or handle a canoe, but it is a different matter to judge how well she learns to get on with other people. Much of her social learning probably comes from her friendship with other campers. She is frank and open with them in a way that she seldom can be with adults. One can recall the child who arrived rebellious at conforming and determined to wreck the camp, but who later came to look on it as a haven and a home. What made the change? Who can tell? There was the shy, withdrawn child, who as the summer advanced, blossomed into assurance, and the child who was afraid to be honest but discovered the courage to speak the truth.

A camp can provide the atmosphere where these things can happen. It is an atmosphere of trust, an atmosphere in which a child can grow into her own heritage and become the person she was meant to be. In this realm, there are infinite discoveries that will surely be made by camps in the future. Surely the time will come when our educational authorities will recognize the value inherent in camping and make it a part of the recreational and educational experience of every child in the country.

There is another aspect of camping which has exceptional educational opportunity. Our schools have become streamlined. Never before have the methods of teaching ideas and intellectual skills been given so much official and financial backing and this is good. At camp however, there is time and quiet to devote to human relations. In the small cabin group, as well as in the camp as a whole, the emphasis is on people. Even in camp activities the trend is away from competitive sports and toward the experiences of co-operation and participation. A camping expedition would not be possible except on this basis. To help children learn to live and work happily together is the great contribution which camping has to offer to our generation.

Many things enter into this. It has perhaps been evident as we told our story, how the emphasis has shifted from things to people, from the learning of skills to their meaning in the well-being and happiness of the child. Consistently to see everything in terms of what it means to the development of the child, is not easy, but it should be the basic aim of director and counsellor. Unless this becomes their central idea, the camp will have missed its unique opportunity. Programme, equipment, buildings must all be assessed and constantly appraised in what they are doing for the campers.

The days of pioneering in the field of camping are by no means over, for there is still much we can do regarding the interchange of campers between countries. This would help bring about the understanding which has to come if we, as nations, are going to learn to get along together.

If a child can learn that different races all have likes and dislikes, longings and frustrations, just as she has, it is a big step in overcoming the barriers of fear, hate and intolerance. All of these arise from lack of understanding, indifference and a feeling of superiority. This is one way of reaching out to the understanding of nations. When children, as a group, learn to give and take, and have a basic knowledge of how to deal with disappointments, pride and hate, they will learn how to meet the bigger issues which arise in national and international crises.

Recently there have been world-shaking events in the field of science and international relations. Space rockets and their potentialities have created a new fear. As I think of the role the camps can play, I find no other answer than that already expressed but that answer must be voiced more emphatically and more seriously.

As I look back on my twenty-eight years of experience, I still see a camp as the most unique opportunity one could possibly have of creating a pattern for the right kind of world, of learning how to live with people, people you like and some not so easy to like, of putting the interest of the community and the world before personal interest.

True, camping's unique role is to teach people how to live out-of-doors, but it has to teach children, while living out-of-doors, the art of living happily in a community and in a world. The out-of-doors is but a means through

which to work. As camping people we have a tremendous opportunity and a corresponding responsibility.

In camp you have a camper twenty-four hours a day, often for eight weeks at a time. She has little or no distraction from the outside world. She is living, working, playing with people her own age, learning skills, sharing fun and adventures. She is facing the common tasks that grow out of living together and she begins to do her part in the planning. She is given a chance to voice her opinion, help make decisions which take into consideration the comfort and welfare of all concerned, not only her welfare. Her co-operative planning gives her a sense of belonging, helps her develop initiative and responsibility for people as well as things. She begins to see that all people are important and to consider them and their rights.

In activities, she is doing the things she loves to do with people who know how to do them. She is free, happy and therefore creative. She is putting into practice some of the things she has learned through discussion around the council fire, and has had the advantage of seeing them work. She has been learning to relate the problems of the world to problems in camp and community, to trace the root causes and seek the answers. She is having the experience of trying to build in miniature the right kind of world. She realizes that if this will work in camp, it should work in the community and the nation. Working along with others, she sees that when people become different, situations are different, and that people do not have to go on making the same mistakes.

She has experienced how the pain of some trivial cabin friction can be swiftly dispelled when those involved are frank about it, and she realizes that the same ideas apply in much wider fields.

Learning how to live in a community is definitely the most important role of camping but this role is not ours alone. We share it with the home, the church, the school and other educational institutions.

Imagine what could be done with and for children if parent, counsellor, teacher and camp director were of one mind regarding the high conception of their task and agreed on the basic truths which should be stressed in the education of these children. Suppose, for instance, through all our teaching our purpose was to develop the kind of people the country needs; people of integrity and conviction who know what their country stands for because they know what they stand for themselves.

Think of a nation with the majority of its youth population trained according to these standards. What could such a nation not accomplish for this fear-ridden world?

But the acceptance and practice of these standards must start with us as individuals.

Unfortunately in our aim to make youth a happy time for our children, we are prone to become indulgent rather than wise. Thus, we have deprived many of them of the inner discipline which was their right and the source of strength required for leadership.

Camping and education can develop such principles as honesty, the respect and understanding for the other person, the sharing of our resources with those who need them and the faith that can look forward without fear.

Under these conditions there would grow up a moral force that would enable the nations of the West to meet the

continued on page 72

AMID OUR HISTORY

Ruins of the Hudson's Bay Post at Michipicoten, which is shown across the river in the background

By A. J. Herridge,
Reprinted from Sylva

It is somewhat ironic that the final portion of the Trans-Canada Highway to be built in Ontario, will be in the Wawa (Jamestown) - Franz - Chapleau country, because through this same general area still runs the first "highway" traversing Ontario in a northerly direction.

On this highway from Lake Superior to James Bay, one can travel up the Michipicoten River into Manitowik and Dog Lakes. The next link is Crooked Lake, somewhat unique in that it has two outlets, one draining north to James Bay, the other to Lake Superior. Travelling north the next body of water reached is Missinaibi Lake, then down the Missinaibi and Moose Rivers to the saltwater shoreline of Ontario, James Bay.

In "opening up" parts of a province by such means as new highways, often we are ignorant of the fact that our entry into the area is far from the first. Bulldozers rampaging through these woods, new bridges and paved roads, all lead writers to describe in great detail how in a few years "virgin" country such as this will be no more. They are correct, but how correct depends on what is meant in the phrase "virgin country". If virgin is interpreted as "not yet used", then they couldn't be further from the truth.

Regarding the area in question, one can read of development and travel dating back over two centuries. From one end of this route to the other, every portage and campsite is steeped in history. Portages are worn smooth with the footwear of countless Indians, explorers, missionaries and fur traders. Fortunately, not all the details are lost. History records many interesting items which add to the romance of this part of our Province.

One of the least-described parts is the oldest inhabited place of them all, the Mission at Michipicoten, sometimes known as Michipicoten River, once as Michipicoten City and Fort Michipicoten.

In the white man's history of Canada the village and the copperbearing ores of nearby Michipicoten Island were first known and recorded at the time of the founding of Quebec City. As

usual, the seemingly fearless Jesuit Priests did the recording.

Earlier, Michipicoten Mission was probably the most important halting place in the old Indian route from James Bay to the west.

After the French settled Quebec, and the warlike Iroquois tribes found that frontal attacks were costly, they used this same waterway to make sneak attacks from the rear on the French settlements. The Iroquois were deadly enemies of the local Ojibway Indians who, in secret alliance with the French, laid an ambush at the mouth of the Michipicoten for an Iroquois war party.

A pitched battle was fought half a mile from the Mission, in which the local men were said to have been the victors. The dead from the battle were buried on the banks of the river, and, even now, in times of heavy spring flooding on the river, bones are washed out as the river erodes the bank.

Another mass killing which took place in the area, this time within a quarter of a mile of the Mission, is not so well known and the details are hazy.

The story goes that a band of wandering Cree Indians came to visit the Hudson's Bay Post opposite the village and caused a certain amount of discontentent among the local Ojibways. One night, as the Crees were camped at the top of Simmond's Hill, on the present road to High Falls, they were massacred to a man where they lay. The forty-two bodies were buried on the spot.

The Crees were Anglicans and, when word of the killing reached the Sault, the church had the bodies exhumed and reburied in consecrated ground.

Be the story entirely true or not, to this day it is possible to count the forty-two graves on the side of the Falls Road at the top of the hill.

Although the Mission, or Fort Michipicoten as it was then known, declined in importance as a trading centre in the latter half of the 19th century, it had been a major post for over 200 years.

The French were the first to establish a post there. They were succeeded by the North West Company and finally by the Hudson's Bay Company.

At Big Trout Lodge in the Mission can be seen a map of Canada which is over 150 years old. In what is now Ontario there were only four places of sufficient importance to be marked on the map. These were Kingston, New York (later York and then Toronto), Oxford and the Mission at Michipicoten.

At the time of the rush to the Michipicoten gold fields in 1897, a land-speculating company acquired all the land at the Mission and laid it out in streets and 25-ft. lots.

They renamed the place Michipicoten City and waited for a rich harvest which never came.

The fact that the streets were laid out with a ruler without taking the contours of the ground into consideration did not contribute to this at all. It was simply that the gold rush petered out and so did the dream of Michipicoten City.

Recently, the Department of Lands and Forests had the site resurveyed.

It is fairly evident that Cree and Ojibway Indians populated the Chapleau area to some extent prior to 1776. The Hudson's Bay Company records that in order to protect their fur business from the competition of the XY Company, forts were built throughout this area as early as 1776.

History records that Indians from southern Ontario made two sorties into the Missinaibi Lake area many years ago to plunder and rob the local Indians of their winters' fur catch. The first

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While there is general agreement among camp directors that a pre-camp training programme is a great asset, not all camps are in a position to arrange one. Counsellors come from long distances, university exams. interfere, and other problems often prevent pre-camp meetings of staff in the city. There are, however, many important things to be said to the staff, to prepare them for camp, even before a pre-camp training period on the camp site. Matters of philosophy, organization and programme are, in reality, of an orientation nature. The importance of such material has been so well demonstrated that it hardly bears repeating.

and large, the staff revealed that they had read the letters and were helped. This applied to experienced as well as to new counsellors, but the newer ones seemed more appreciative because the letters gave them some preview of what camp would be like. The philosophy of the camp expressed itself throughout every letter, and the interest in the camper and the counsellor could be felt in the informal friendly tone. When they got to camp, most staff members said that they thought the weekly letters had drawn them closer to camp and had given them a keen anticipation of a good summer. They were pre-treated for receptivity.

PRE-TREAT YOUR STAFF FOR RECEPTIVITY

By Irwin Haladner and Alan Klein

In the past, one of the larger camps in Ontario, confronted with the impossibility of convening staff in the city before camp, tried to orient them through a series of letters, sent once a week. There were ten letters; starting with a simple statement of the objectives of camping, they progressed through the following subjects: What is a Counsellor's Job? Theory of the Camp. What to Know About the Camper. Discipline. Records and Reports. The Cabin Group. Safety. Privileges and Obligations of the Counsellor. The Specialty Counsellor. The First Day in Camp.

Each letter invited answer and comment, and some took the opportunity to write and express themselves. By

It is not possible to reprint the letters in their entirety here, but a few examples might be helpful to illustrate their type, tone and content. On the subject: "What are the duties of the counsellor," a small section of the letter read:

"The counsellor helps his youngsters to discover new things and to explore the adventure and glamour of real life in the out-of-doors. He does not give him the answers but leads him to where they can be found. Learning is experience. The counsellor sets the stage and introduces the camper to things and experiences which stimulate him to pursue them, and thereby learn. This does not just happen. It is present as you rise above routine, with initiative

and zest, to discover the best in each situation. BUT, your own greatest achievement, your own greatest thrill, will be to discover the best in each of your campers".

In a letter on, "how to better understand the camper":

"We all need security. Everyone has to feel that he is accepted and liked. Have you ever noticed how uncomfortable you are when you are in a group where you think you are not liked? Makes you want to leave or tell them off, doesn't it? There is a need also for recognition. That is why it is so much better to praise your campers than to criticize them. Use praise generously. Encourage them. No one likes to be lectured or bawled out. Lying, stealing, bullying, selfishness, beefing, eating problems, shyness, fear, home-sickness, are symptoms. We can prevent these symptoms from showing if we give recognition, affection, acceptance, and an opportunity for self-expression and achievement. When we create an atmosphere of friendliness and praise, understanding and helpfulness, and try to know our youngsters as individuals, we save ourselves a lot of needless grief and, what is more important, we and our campers are happy; and I don't think anything is more important than happiness, do you?"

An excerpt on discipline might be interesting:

"May I add a few usual misuses of discipline which I am sure you will agree should be out-of-bounds in camp. We are all familiar with the counsellor, who, due to his own weakness "loses control". Because he is failing, he resorts to threats, physical force and emotional pressure. This is absence of discipline on the part of the leader. Primitive climate is one in which happy, healthy youngsters will not grow.

Then there is the counsellor who drips love and sweetness, she tells her cabin how nice she is and how she never punishes them and how badly she would feel if they weren't lambs. This is sheer blackmail. The youngster who makes a slip feels like a heel. It breeds a group dependent upon the leader, fearful and unable to plan or be self-reliant because they might "hurt" or displease her.

How about hostile competition? More competiveness than children need often develops into hatreds in the group, tensions and fear. Reward is given to him who tramples upon anyone daring to compete with him, and shame to him who doesn't make the grade. This is a dog race and racing dogs don't develop co-operation and mutual love while the race is going on.

Watch for the group-pride climate where discipline means only "our cabin must be best", and woe unto him who stains that record! This is a form of nationalism where loyalty to the state is supreme.

Here is a chance to relax this summer and give youngsters a chance to really grow. It doesn't mean we do nothing for discipline, but that we create mutual respect, teach goals and use punishment sparingly, based upon our understanding of the individual and our desire to help them. If we get a "kick" out of our youngsters, we don't want to kick them.

An attempt to get across the idea that the specialty counsellor was a regular counsellor working towards the same goal as the cabin counsellor, met with success. A part of the letter on this subject gives the idea:

"It is the job of everyone to work as a team to make camp a happy and worthwhile experience for every child.

Your specialty is important only in so far as it enriches camp and is in har-

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FROM THE PRESIDENT'S DESK

By F. M. Van Wagner,
Director, Camp Nominingue

What do we have in mind when we speak of organized camping? A frequently quoted definition is, "Camping is a recreational experience in the out-of-doors, which provides special opportunities for education and social adjustment through group living."

Let us consider the two parts of our definition, first, "recreational experience in the out-of-doors", and second, "social adjustment through group living." It seems to me that our programme is chiefly concerned with the first, while the second is in the nature of a valuable by-product. We are primarily engaged with teaching recreational skills such as swimming, canoeing, campcraft and many related activities associated with the out-of-doors. Here, given wise guidance in the favorable environment of camp, social adjustment should be a natural outcome.

Among other things, we are engaged in teaching, and a camp, no less than a school, may be judged by the quality of instruction it provides.

If campers are to gain the most from their camping experience, it is essential that every camp have clearly defined objectives, understood and accepted by all members of the staff. High standards must be maintained in respect to programme, health and safety, and personnel. To promote the realization of worthy objectives and high standards in camping is the principal purpose of the Canadian Camping Association.

It is well recognized that camp must provide fun for the camper. Activities provided for their education and enjoyment are many and varied. The activities featured often reflect the interests and philosophy of the Director.

Viewing present camping development, many camping people are aware of the danger of drifting away from our primary objectives, of simple out-of-doors. Every effort should be made to keep life at camp simple, and to retain those features which we consider will provide a good camping experience. A frequent check should be made of our thinking and practice to see where it is leading us.

We believe camping is preparation for life, in that it provides an opportunity to develop life-long interests and recreational skills associated with nature and the out-of-doors. Probably we hold this conviction because this has been our personal experience.

After a most enjoyable canoe trip, we fortunately were able to remain at camp where we watched the birds gather for their southern flight, and saw the maples turn to brilliant red, the rich yellow of the birches followed and finally the tamaracks took on their mantle of gold. In November, as we sat before our fireplace and looked out across the lake to the hills beyond, all the beautiful color had gone. The first snow fell. So with the passing of a wonderful summer and fall, our thoughts turned to travelling the forest trails on skis. The coat of the snowshoe rabbit turned to white, so he too was ready for winter.

It is not easy to adequately express our feelings about the many things we have come to appreciate during our camping days. This, however, has been wonderfully well done by Sigurd Olsen in his book "The Singing Wilderness".

—●

WILD LIFE CORNER

By Allen R. Wootton, F.R.S.A.
Past President,
Vancouver Natural History Society

Down through the ages, from the days of the early cave dwellers to the present day, man has looked to nature for materials, ideas and designs with which to fashion and decorate the articles he uses.

For many centuries the native Indian tribes have used natural materials for their crafts and artifacts. Likewise, the pioneers and woodsmen supplied their wants in the wilderness from nature's bounties.

In camping we, too, can make use of nature's gifts in our crafts and learn from the Indian and woodsman the many uses to which these gifts can be put.

It should be remembered that camping is life in the open, and while there are many types of camps and camp programmes it is advisable that boys and girls, while in camp, should derive as much value as possible from their contact with nature. One cannot tell just when the outdoor crafts learned in camp may be of value to them on hikes or travels throughout their lives. Nature crafts help the boy or girl to become resourceful and self-reliant, to develop powers of observation, and encourage a desire to be constructive and to create things of beauty.

The interests of the age groups should be considered before proceeding with the various crafts, so that the type of craft work or nature activity may be planned to suit the ability of each group.

Young children are fond of simple crafts, working with clay or plasticine, drawing and coloring simple scenes and natural things which they can cut out. They also take a delight in finding shells, stones, fungi, plants, leaves, and insects. Being interested in the shape and habits of plants and animals these children often imagine they themselves are trees, rabbits, deer, or other creatures of nature or fantasy around which they develop a play; they are also very fond of nature stories. These characteristics can all be brought into use in developing crafts with this group of children.

As children get older their interests gradually change so that in the eight-to-twelve year group they show a deep interest in all nature and enjoy making collections of natural things and other objects. Creating and making articles of various materials, drawing and painting are enjoyed by these children. They also like field trips, hikes, nature games, cook-outs and club activities.

Upon reaching teenage they find enjoyment in service projects, such as developing nature trails, camp and playground museums, constructing and arranging bulletin and knot boards, bird houses, feeding trays, gadgets from natural materials, and more advanced crafts. They become interested in the principles of life; the inter-relationship of living things, and specialized study. They enjoy assisting in programmes for younger children, and the ability shown by them can be of great value instructing others in the various crafts.

The success of any craft programme will depend to a large extent on the ability and the enthusiasm of the leader or counsellor in promoting the subject.

Nature crafts may be listed under two headings: Campcrafts, for improv-

ing one's comfort in camp, and Arts and Handicrafts.

At camp it is advisable to use natural materials as much as possible. It is more in keeping with the spirit of the outdoors, and the campers will have much fun finding suitable material for the articles they plan to make. If local clay is available it may be used for modelling — preferably natural objects such as birds, small animals, mushrooms, plants, sea-life. Nature will suggest many things that can be modelled. Rendering may be either in flat relief or in the round or solid form. If local clay is not obtainable it may be advisable to take a supply to camp for use on rainy days or whenever necessary. When possible model from a natural specimen, but if such should not be available a good picture of an object will be of assistance.

Local woods can be used for carving, making of gadgets, models of pioneering structures. Care should be taken when obtaining this material not to cut any tree that will deface the camp. Often fallen trees will supply suitable material.

Barks of some trees, willow stems, rushes and grasses make excellent material for weaving, plaiting, basketry and mats. Driftwood, pine cones, shells, feathers, horns, antlers, when found, have many uses.

Natural pigments obtained from wild plants may be used for coloring if a little time is taken to prepare them. A good book on Indian-lore will often provide information as to how this is done, but consideration should be given to the suitability of the plants of local areas for producing dyes. Oregon grape root, Alder bark, Wild cherry and many wild berries, and earth ochres — red, brown and yellow, mixed with fish oil, were used by the Indians of the Pacific North-West. A blue was obtained from copper oxide; black from black mud and charcoal and the ash of burnt clam-shell provided white. These pigments gave carvings a rich, soft coloring. Of course one can always resort to the paint pot for the necessary colors.

Motifs and color for designs are also to be found in nature, for nature is very prolific with her ornament and symmetry of design in the living pattern of her orderly growth. Trees, ferns, flowers, leaves, insects, birds, water, offer many suggestions. These can be rendered either in a natural or representational way or conventionalized; that is, simplifying nature forms in the design often based on a geometric pattern, symmetrical or non-symmetrical in form.

Many of the Indian designs are symbolic in quality, conveying a meaning of what they represent in nature.

Encourage originality and creativeness in handicrafts. Have the campers make their own designs. These may appear rather crude to an adult but are valuable and satisfying to the designer.

Sketching trips may be held occasionally while in camp for the purpose of recording what the campers see in nature. Subjects might include flowers, leaves, tree shapes, stones, insects; and on the sea-shore, shells, starfish and their associates. There is always a fascinating array of life to hold the interest of the young artist when out-of-doors. If attention has been paid to detail, drawings can later be used in designing and decorating craft articles.

In the handicraft group can be included articles made with the assistance of medical quality plaster of Paris. Objects children like to make with this medium include camp or natural scenes. The plaster is mixed with water until it will just run when poured into small mound dishes. Quickly, before the plaster sets, place upon it small tree cones, stones, twigs, moss or other objects, building up a scene with bridges, streams, hills, bark teepee, as the fancy

dictates. Let the plaster set and dry then touch up with paint using natural colors and finally apply a coat of varnish.

If one is fortunate to find a good imprint of an animal track in soft earth a plaster cast can be made of it. Such casts can be used for making bookends, paper weights, plaques and when bronzed or colored make attractive ornaments.

Other articles in this group of crafts may include: woven, braided or laced belts and headbands; driftwood lamp stands, whistles, totem poles, walking stick on which a camper's record of camps and adventures can be carved in symbols. Among shell ornaments are necklaces, plates, bowls and trays, the last three items being especially attractive if decorated with a painted scene or design.

A very absorbing interest can be the making of leaf prints. There are various ways in which this may be accomplished — inked carbon paper, smoke print, spatter, blue print and inked roller.

Bracket fungi, while damp, can be written or drawn upon with an indelible pencil and then allowed to dry. They make interesting camp souvenirs.

Both boys and girls love to cook meals over open fires, build shelters and sleep out. One of the things they should learn is how to take care of themselves in the woods. This is where a knowledge of woodcraft comes in useful. To assist in this, have the campers make a fire-bow set; build models of the many kinds of fire places and learn the value of various woods suitable for making fires, such as resinous and hardwoods; construct model huts and shelters of boughs or thatch, or a camp loom for weaving a grass or bough mattress. Models may also be made of pioneer bridges such as a monkey bridge and single lock bridge. This will require a knowledge of knots and lashings, so a knot board is a useful thing to make for the camp.

There are many types of camp gadgets that perform a useful service in camp such as; hardwood pot-hooks, cherry or willow stick grills; Candle holders; there are several ways of making these depending on the ingenuity of the camper. The simplest is probably the split stick and birch bark loop. Shoe, hat and clothes racks and coat hangers also are useful, but avoid using resinous woods.

Many utensils can be made from cherry or birch bark or carved from wood; for example, spoons, forks, bowls, cups, dishes, trays. Bark articles can be stitched together with root fibres or strong thread.

Woven or plaited strips of cedar bark can be used to cover table tops, chair seats or for matting. Tying material can be made of cedar bark beaten and twisted into strands. The Indians often used the outer parts of spruce root which they boiled in a lye of wood ashes and water to soften and make them pliable. These fibres were used for lacing, sewing and tying.

The finding of natural twig alphabets and the making of rustic camp signs provide interesting pastimes. Such a sign could welcome and introduce visitors to a nature trail if placed at the entrance. It might read, "Come follow me into the mysterious realm of nature."

Life-size plywood cut-outs of local birds, painted in natural plumage can be made in camp and used in bird study. It is advisable to have good reference material and pictures to work from when making these cut-outs.

As all art can be merely a supplement to nature the wise camp counsellor, when preparing a programme, will provide every opportunity for the campers of all the age groups to become conversant with nature.

WILL THIS INTEREST YOUR CAMPERS?

By G. C. Toner,
Royal Ontario Museum

Always there is room in the camp programme, perhaps around the campfire, or at the dinner table, for reliable information about the flora and fauna of the rural area about us. Mr. Toner has been writing for some years on just such topics, many of which have appeared in the Bancroft Times. Canadian Camping has been given permission to reprint a collection of his tid-bits, for their extreme value to camp directors and staff members . . . all of us who sometimes find it difficult to put our fingers on this kind of information. Why not clip these stories and paste them in that looseleaf memo book we should all be preparing now for summer use?

Coyotes, Buffalo and Rattlesnakes

Forty to fifty years ago the West, Manitoba, Saskatchewan and Alberta, had wild animals, not as many as there had been thirty years before, but the remnants of the great number were there. They could be found on the open sections that had not been broken, or in the coulees and canyons. On clear nights the coyotes howled, deer could be found along the creeks, and in the wild country of extreme southwestern Saskatchewan, and in other places, antelopes could be flushed. Once in awhile the trail of the big buffalo wolves crossed the country, for the animals were cautious and kept out of sight.

The smaller coyote was everywhere. I worked for a farmer named J. B. Smith who had three Russian wolf hounds, one had the classical build, but the others were crossed with fox hounds. All three could run faster than any dog that I had seen up to that time and all of them could see a coyote at a distance where I could not even find the animal with field glasses. In the fall of 1915, in two or three months at the most, they caught and killed eleven of these small wolves. Left alone to make the kill they wrassled and tore the pelt of the coyote making it useless as a trophy or skinned out to be sold.

Smith, himself, followed the hounds on his horse, and it was a sight to see. The coyote running for life, the hounds straining every muscle to overtake the wolf, and Smith, bringing up the rear on his horse. When the hounds were almost on the wolf it would turn and go down

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IT'S TIME FOR GOOD PUBLIC RELATIONS

By Lewis C. Reimann, Camp Consultant,
Author of "The Successful Camp"

Reprinted from The Woodpile,
Michigan Camping Association

Literature for private or agency camps need not be elaborate or expensive. Some of the most effective literature is simple, direct and persuasive. Its purpose is to interpret the camp to parents and prospective campers when and where the director or his representative cannot interview them immediately or at all, due to distance. Mailed, it attracts attention and opens the way for a visit by the director at a later time.

The brochure, letters and other pieces of camp publicity should be such as will attract attention, arouse interest, create desire, establish confidence and promote enrolment. The literature should set forth the features of the camp, its personnel, special attractions, the benefits derived from a good camping experience and between the printed lines show the personality of the director.

Thoughtful parents will be more impressed with the personality of the director and his staff than by elaborate camp equipment. Photographs and qualifications and experience of the director and some of the counsellors are most effective.

Photographs which show children in activities, the natural beauty of the setting, buildings, water, land, interiors and equipment will receive first attention when the literature is received.

The text should be direct, honest and brief, giving information about staff policy (its maturity, age and training), food, activities offered, health precautions and practices, safety instruction given, special emphasis and objectives of the programme in terms of campers growth and development, benefits derived from the particular camp, the surrounding environment, how to reach the camp, visiting days and tuition rates. Exaggerations of facilities offered and comparisons with other camps should be carefully avoided.

Sharp, clear-cut photographs and good printing, rather than off-set printing, will give the brochure a fresh look. Black ink on clear white paper is preferable to colored paper and colored ink, advertising people tell us. An attractive photograph of a camp scene in color on the front cover will draw immediate attention and give a feeling of warmth to the piece. Color-photography printing is necessarily expensive and its use will be determined by funds available for that purpose.

A map showing the location of the camp, trains and automobile highways and the nearest town or city will assist

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DUEL . . . . . .

MOVIES? - - NEVER!

The camp that shows movies interdigitally as a regular part of its programme is missing one of its most precious opportunities towards the development of a highly important facet in a child's growth.

The modern child arrives at camp saturated with canned entertainment. Weekly movies and daily television programmes have "conditioned" him to a passive receptiveness.

Some movies that the child sees in the city are excellent. They are either historically informative or they are truly artistic both as to plot and professional production techniques. Educational television broadcasting and audio-visual programmes in schools present an effective type of professional movie.

More and more is offered to the child throughout the winter months. So, Johnny or Jane arrives at camp with patterned eyes, dulled ears, and an emotional sensory system that can weather the ups and downs of a movie thriller with a jaded yawn.

For entertainment at camp—give the *child* a chance.

First, let him rest. Let him rest his body from routine stimulation. Let him rest his ears and let him rest his eyes. Then, watch him awake.

The need for fun and companionship is a natural one. In a group of healthy awakened children watch the entertainment bloom! Creative, original little playlets will spring forth—slowly, at first, but gathering momentum throughout the summer. Original songs fill the air. Youthful impresarios will search the camp library for plays and operettas.

This is the opportunity that a child has only at camp away from all artificial stimulation—to learn to think creatively and artistically on his own. This cannot be achieved with the competition of professional movies. The comparison is debilitating, the need and urge to fill the entertainment gap is gone.

WE LIKE MOVIES AT CAMP

There are a number of opportunities in a camp setting when movies can be useful. A good feature film, approved at the family and child level, should be on hand or available for the third afternoon of a continuously raining period. After three days of indoor activity, the counsellors need some respite, and a feature picture is a lift for the campers as well as the staff.

In addition to the occasional feature picture, there are numerous instructional and documentary films available that are too valuable to miss. These are available on free loan from industrial sources. The National Film Board of Canada provides a summer circuit of films; catalogues of films and sponsors are also available from this source.

A number of motion picture distributors have libraries of current films, approved by local councils of the Children's Film Library, available for rental at modest charges. A well rounded educational program, whether it is at home, at school or at camp, should include every means that is available for the development of the child. It is for this reason that visual education may be included in a camping programme.

As a programme aid, films are very useful in preparing for a large all-camp project. Many of the special day programmes used by camps are Circus Day, United Nations Day, the Zoo, etc. These events are planned by campers with exhibits and displays set up in miniature to depict that which we have all seen. In preparing for these, the campers and counsellors can be stimulated by showing appropriate movies in advance. These movies can be a source of ideas and will provide the stimulation needed for everyone to build displays and make costumes most suited to the occasion. Yes, there certainly is a place for movies in our camp programme, and we're all for it!

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ISLAND HIDEAWAY

By Margaret Govan

John Patterson has won national fame as a T.V. and radio star. The contrast between his usual artificial life and the outdoor adventures that happen to him during his vacation with the Brown family in Northern Ontario forms the subject of another exciting story by the author of **The Trail of the Red Canoe** and **The Trail of the Broken Snowshoe** - - - - $2.25

•

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problems of the rocket age with the courage, wisdom and faith that at present we seem to lack.

To produce the kind of people the world needs is the most urgent task of education today. The camps have the setting wherein this training can take place.

Sometimes I have heard campers express the feeling that camp represents an idealistic situation, where they are lifted above themselves to insights and resolves which they fail to carry out when they go back to every day life. How can we make the transfer from an outer to an inner discipline last?

I know no quick and easy answer. The one thing I am sure of is that the integrity and loyalty of any one person can be the greatest motive for others. This puts the matter squarely up to the director and her assistants. If we live the things we believe, they cease to be mere professions. This is the enduring challenge to us all.

When camps can play such a part as this, they will fulfill their highest destiny.

It should be an article of faith in all camps and among all campers that this vision pictured above can become a reality.

—•

THE UPWARD ROAD

I will follow the upward road today
I will keep my face towards the light,
I will think kind thoughts as I go my way,
I will do what I know is right.
I will look for the flowers by the side of the road,
I will laugh and love and be strong,
I will try to lighten another's load
This day as I fare along.

— Mary S. Edgar

STOP ME
If You've Heard This One

By Margaret Govan,
Director, Camp Onawaw

The average camper who adopts a camp as his second home, is very curious about what happened before 'I came along'. He wants to know why you picked this particular camp site, what it looked like when you first saw it, and what has happened since. Stories about the 'old days' do far more than fill in an empty space of time; they strengthen the ties which bind the camper to camp; they give a sense of continuity; and build a camp tradition. So a camp director begins to collect such stories, either to tell himself or to pass on to the camp story teller. He uses his own memories, and those of other staff members. Canoe trippers bring in tales of adventure, and 'old campers' make their contribution. (In some cases these last stories may prove enlightening, if not startling to the director, and may require some censoring!) The appearance of camp in winter-time fascinates the summer camper. And surely Hurricane 'Audrey' will add a lot to the record.

But if we enlarge our 'traditions' to include the immediate vicinity, we open the doors to all kinds of programme ideas. Geography, geology, history, a crafts project and nature study can all become real and vital. Suppose we start with local landmarks . . . the remains of a corduroy road, an authentic log cabin, the nearest fire ranger's tower, a mine, caves, a lumber camp, a Hudson Bay Post . . . and on T.V. the other night I heard from Dr. V. B. Meen that there is a crater in Algonquin Park; I still have to locate the site. But each of these has a story to tell which can set minds working in as many directions and open up all kinds of excitement.

Of course the camper will ask about Indians, and the Royal Ontario Museum is a great source of *authentic* information which it is delighted to share. And since the rocky points on our lakes are the best place to build our cooking fires, we can be quite sure that the Indians used them too. Some camps are fortunate enough to lie in the districts where there are still artifacts to be found to reward the searcher; those of us in the north have to be satisfied with using birchbark and reeds, clay and porcupine needles!

Cont. next page

The Indians were followed by trappers and lumberjacks. These are of such recent years that most old timers can tell tall stories of the mighty men who lived and worked in the camping areas. On our lake we have our local Paul Bunyan who was trying to repair some damage to a lumber boom at the mouth of the Big East. He had just removed the chains and hung them round his neck . . . they vary in weight from 150 to 200 pounds . . . when he inadvertently stepped off the boom, and sank in thirty or forty feet of water. Not wishing to lose his chains he walked the half-mile to the nearest sandbar (which is familiar to all our campers).

The stories of animals are as strange and enthralling. Every local hunter has his bear story which he will preface with: 'Don't ever believe a story about a bear, but now I'll tell you a true one'. Stop me if you've heard this: a hunter lost his canoe one year, and returned to the scene the following fall hoping to retrieve it. Suddenly he caught sight of it rounding a bend; he strode into the middle of the stream, ready to give the paddler a tongue lashing. Imagine his feelings to discover a fawn in the bow being paddled efficiently by Mrs. Deer in the stern!

Perhaps you have your own animal stories. We have a couple . . . once our pony got into the kitchen, and the bull in the china shop didn't do half the damage that he did. Again two baby racoons fell into the detergent barrel! They were sorrier and wiser but they turned up to raid the garbage pail next night.

And after these stories have been told round the camp fire, you and the campers will go in search of a beaver dam, or a heronry, or to watch the coons feeding at night (all of which you have previously located).

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DISTRIBUTION ACROSS CANADA

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sortie was successful, but the second ended in a severe thrashing for the southern Indians. They were ambushed at Fairy Point and driven over the cliffs into the deep waters of the lake. Indian drawings in red can still be observed upon the steep rock walls of Fairy Point on Missinaibi Lake.

The post called Brunswick House, and later referred to as Old Brunswick House, was built at Wapiscogamy Creek on Missinaibi River in 1776. Wapiscogamy Creek is near a place on the Missinaibi River known as the Great Falls, which is probably Thunder House Falls. The journey from Moose Factory to that spot was about 200 miles and it is explained that Wapiscogamy is about a day's journey from the Great Falls.

A new post was established on the present Brunswick Lake "about five miles from the mouth of the creek" on July 11th, 1788. In 1798, the name of the post was changed from Micabanish to New Brunswick from one of the titles of the reigning sovereign, George III. It continued in operation until about 1879 when it was moved to the northeast end of Missinaibi Lake. It continued to be known as New Brunswick House until its abandonment sometime after 1901.

In common with other portions of North America, this part of Ontario owes a great deal of its early development to the fur trader. Now that other forms of commerce are becoming of more importance in northern Ontario, different routes and means of travel are becoming necessary.

With the completion of the highway new industries based on minerals and forest products will, no doubt, come into being. In so doing there will be talk of the romance of establishing in the wilderness.

It is hardly fair to draw comparisons over two centuries of history, but, when all things are considered, there is a considerable difference.

—●

memo to: OUR CAMP ADVERTISERS

Thanks for writing this ad for us.

Parents' Magazine

Bureau referrals resulted in 2 enrollments. Advertising in Parents' Magazine brought 4 direct enrollments.

—Boys' Camp, Lake Michigan

One enrollment resulted through your referrals; 2 enrollments were traced to our advertising in Parents' Magazine.

—Girls' Camp, Lake Erie

Our single advertisement in Parents' brought us 10 inquiries and 3 enrollments in addition to the boy through your office.

—Boys' Camp, Michigan

Our advertising in Parents' Magazine brought 17 direct inquiries and 3 direct enrollments. One of these enrollments was from a mother who was (our) camper thirty-five years ago!

—Girls' Camp, Maine

Thanks once again for your interest and cooperation. Bureau leads resulted in 4 enrollments, our advertising in 9 inquiries and 3 enrollments.

—Boys' and Girls' Camp, New York

For 24 consecutive years, Parents' Magazine has carried more camp advertisers than any other national magazine.

For rates and full details write or phone:
JOSEPHINE CHRENKO, Director,
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THE ONTARIO CAMPING ASSOCIATION CONFERENCE

is to be held in Toronto at the King Edward Hotel

on March 7th and 8th, 1958

An invitation is extended to all members from far and near, from this side our International Border and from the other, to join us in the discussions, workshops and general sessions presented by the Programme Committee:

FRIDAY, MARCH 7th

9.00 a.m.	REGISTRATION
10.00 a.m. to 11.45 a.m.	1. The camper — Dr. Mary Northway, University of Toronto Some interesting findings from recent research. 2. Elmer Ott, Y.M.C.A., Milwaukee, Wisconsin 3. Business Administration — Clifford Labbett and An Accountant — R. E. Simpson; A Business Manager — Ghent Carroll; A Lawyer — Harold Nashman.
11.45 a.m. to 1.45 p.m.	LUNCH (on your own)
1.45 p.m. to 3.15 p.m.	Miss Margaret Govan — Welcome address from the President of O.C.A. INFORMATION PLEASE — Chairman, Bert Danson
3.15 p.m. to 4.00 p.m.	EXHIBITS
4.00 p.m. to 5.30 p.m.	1. Handling Staff Meetings — Dick McDonald 2. Building and Maintenance — David Palter and panel 3. What Do You Do When? — Margaret Govan and panel 4. Programme Methods — Nathan Marcus
5.30 p.m.	SUPPER (on your own) EXHIBITS
8.00 p.m.	SPEAKER — Elmer Ott, Director, Camp Manito-Wish Y.M.C.A., Milwaukee, Wisconsin.

SATURDAY, MARCH 8th

9.00 a.m.	REGISTRATION
10.00 a.m. to 11.45 a.m.	1. The Camper (More reports on recent research), Dr. Mary Northway 2. Staff morale and Policies — Reg. Bundy 3. Eating Off The Land — Kirk Wipper, University of Toronto 4. Song Leading — R. MacGregor, Supervisor of Music, Etobicoke Board of Education
11.45 a.m. to 1.45 p.m.	LUNCH AND EXHIBITS
1.45 p.m. to 3.15 p.m.	1. Teenagers (How to interest and keep them) — Ed. Devitt and Helen Stewart 2. Canoe Trip Camping — Doug Lloyd 3. Indian Lore — Jack Eastaugh 4. Music in Camp — Helene Rothwell 5. Arts and Crafts with Natural Materials — Neil Broadfoot 6. Red Cross and R.L.S.S. — Tests and Programme (Panel)
3.15 p.m.	EXHIBITS AND DRAW
4.00 p.m. to 5.30 p.m.	1. Content of C.I.T. Programme — Charles Fick 2. Helping Campers to Grow Spiritually — Bruno Morawetz 3. Orienteering With Maps and Compass — W. Salo 4. Pre-Camp Training for Staff — Charles Brown 5. Canoeing Awards Report — Kirk Wipper Kindred Group Meetings can be arranged at this time
5.30 p.m.	EXHIBITS
7.00 p.m.	DINNER—Speaker, Dr. J. D. Atcheson, Juvenile and Family Court Crystal Ballroom, King Edward Hotel

Let's all plan to attend this final get-together. Bring your staff members. Introduce them to the O.C.A.

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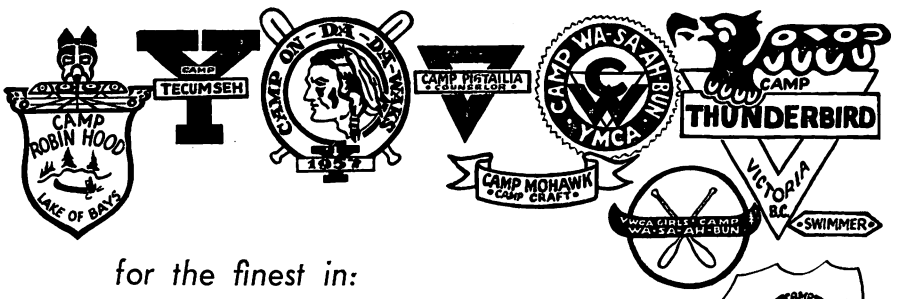

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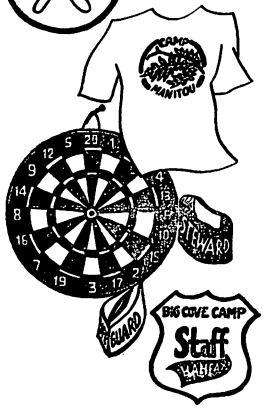

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CANOEING AWARDS

As approved by the Ontario Camping Association, revised November, 1957

BEGINNER'S AWARD

Prerequisite—Beginner's Red Cross Swimming Award or equivalent.

Be able to:

1. Kneel and sit back on heels on floor of canoe.
2. Get into and out of a canoe correctly.
3. Care for a paddle and a canoe.
4. Paddle the straight or bow stroke.
5. Paddle the backwater stroke.
6. Sit as a passenger.
7. Select a suitable individual paddle.

Know:

1. Bow, Stern, Thwarts, Ribs, Keel, Gunwale, Painter and decks of a canoe.
2. Grip, Blade, Shaft and Tip of a paddle.
3. Correct procedure for approaching a dock or beach.
4. Importance of balance.
5. Five canoe safety rules (P.16—The Canoe and You).

Privileges:

Be allowed to paddle with an experienced canoeist within a restricted area (a marked enclosure not over shoulder depth).

JUNIOR AWARD

Prerequisites—A knowledge of the Beginners' Requirements, plus Junior Red Cross Swimming Award or equivalent.

Be able to:

1. Launch a canoe and remove it from the water with assistance.
2. Demonstrate balance.
3. Paddle bow not less than 200 yards satisfactorily in roughened water.
4. With a bowman paddle stern for a distance of 200 yards.
5. Paddle alone satisfactorily in smooth water for a distance of 200 yards.
6. Land a canoe properly.
7. Upset a canoe and propel it towards shore.
8. Paddle an accumulative distance of three miles (doubles).
9. Do the following strokes: Straight (Bow); "J", Draw, Sweep.

Know:

1. The correct position for the bowman, centre and stern paddlers and their duties.
2. Purpose of the strokes named above.

Privileges:

Be allowed to take out a canoe alone under supervision in a restricted area.
Be allowed to paint one chevron on paddle.
Be allowed to go on an organized canoe trip.

INTERMEDIATE AWARD

Prerequisite—Junior Canoe Award; Swimming tests for Intermediate Red Cross or equivalent; Paddle a distance (cumulative) of ten miles.

Be able to:

1. Climb into a canoe from deep water with a partner.
2. Paddle canoe awash, two to a canoe, by hand or with paddles.
3. Empty a water-filled canoe at dock or shore with assistance.
4. Get into and out of a canoe at a difficult landing place such as a rocky shore, etc.

5. Do the following strokes proficiently: Pushaway and Pry; Bow Rudders; Sculling.
6. Paddle stern satisfactorily one-half mile in moderate wind.
7. Change paddling side with permission of sternsman.
8. Paddle alone on one side over a triangular course, one quarter mile in length.
9. With assistance, load a canoe for an organized canoe trip.
10. Land a canoe at a beach and dock, paddling alone.

Know:

1. Proper care in using a canoe on trips; e.g.—portaging, beaching, landing, etc.
2. Proper length and uses of painter.
3. How to make a minor emergency repair.

Privileges:

Be allowed to take out a canoe alone, with permission, within a prescribed area, under supervision.

Be allowed to go on an organized canoe trip.

Be allowed to paint second chevron on paddle.

SENIOR AWARD

Prerequisites—Must have had thirteenth birthday; Intermediate canoeing award; Senior Red Cross Award, or equivalent; paddle a distance (cumulative) of 20 miles.

Be able to:

1. Swamp a canoe in deep water one hundred yards off shore, and with assistance, bring it to shore.
2. Launch a canoe and remove it from the water alone.
3. Tow an exhausted person with a canoe, in normal paddling position.
4. Do a canoe-over-canoe rescue, with a partner.
5. Paddle bow and stern a distance of one mile; paddling to be done on both sides.
6. Paddle singly over a set course of one mile, on one side.
7. Pass a rigid style check in all phases of canoeing up to and including the Senior standard.
8. Demonstrate satisfactory participation in canoe racing.

Know:

1. What to do if caught in stormy weather.
2. How to shake out a canoe full of water with assistance (two people take turns).
3. The load limits (capacity) of the canoe being used (see P.9—The Canoe and You).

Privileges:

Be able to take out another paddler or a passenger within safety regulations of the camp.

Be allowed to stern a canoe on a trip, under supervision.

Be allowed to paint a third chevron on paddle.

MASTER'S AWARD

Prerequisites—Must have passed fifteenth birthday; test must not be completed before sixteenth birthday (i.e.—the equivalent of two seasons); Senior Canoeing Award; Senior Red Cross; Bronze Medallion or equivalent.

Be able to:

1. Propel a canoe to shore alone, a distance of 50 yards.

2. Shake out a canoe alone (two permitted for girls), with enough water out to permit successful re-entry of canoeists.
3. Climb into an upright canoe alone.
4. Execute a canoe-over-canoe rescue alone (girls may have assistance to break air seal).
5. (a) Handle a canoe alone in roughened water over a triangular course of a least one-quarter mile.
   (b) Paddle in roughened water to a marker 50 yards from starting point, touch it while going around it and return.
6. Teach a class with proper demonstration all the strokes taken previously.
7. Paddle an inside figure eight pattern made up of two circles, each being not more than fifty feet in diameter.
8. Paddle Indian style a distance of one-quarter mile.
9. Paddle five miles stern or solo continuously in calm weather.
10. Show excellent paddling style and care of canoe equipment in all conditions.
11. Instruct at least six persons in canoemanship, so that they have been able to pass the test for their class.
12. Assume responsibility under supervision for at least a two-meal out-trip from the planning to the evaluation stages.
13. Prepare a canoe properly for portaging (actual portaging recommended but an optional test item).
14. Choose one of:
   (a) Construction of a practical facility for a typical canoeing programme.
   (b) Write a short accurate essay on a subject pertinent to canoemanship; e.g.—recovering a canoe, critique of this, testing programme, etc.
15. Organize, conduct and evaluate, under supervision, one of:
   (a) Regatta.
   (b) Canoe demonstration.
   (c) Pageant involving canoes.
   (d) An equivalent canoeing event.
16. Outline verbally safety requirements for the following conditions:
   (a) Instructional periods for various age groups.
   (b) Recreational canoe periods.
   (c) Examination conditions (canoe testing).
   (d) Regattas.
   (e) Out-trips.

PRIVILEGES

Unlimited. A canoeist having achieved the proficiency of a Master Canoeist, should be completely at home in a canoe. He is entitled to paint three one-inch chevrons and a maple leaf on his paddle. Much will be expected of anyone with this distinctive insignia on his paddle.

INSTRUCTOR

1. Must be 18 years of age.
2. Must be Senior Canoeist or higher.
3. Must have Royal Life Saving Society Bronze Medallion or higher.

NOTE:—If the candidate does not hold the Master Canoeist award, the following items must be completed from the Master Canoeist requirements: Nos. 6, 7, 12, 13, 15, 16.

A further list "Notes for Instructors" will be forthcoming next year.

Please note that "Be able to" means *DO*.

Also, that "know" means *DO* orally or written.

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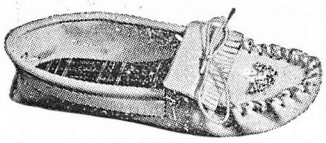

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continued from page 63

mony or co-operation with the other "specialties" and the general programme, and also only in so far as it does something for the child. Programme is a tool to build children, and whatever your activity, the finished product is the child. So it is important that our handling of the campers be consistent, and that you, in your activity, help them to grow and to be happy."

During the summer at camp, the staff decided to use the letters for discussion purposes at staff meetings, and many lively sessions followed. This proved the value of the method as a preliminary step for in-service training, but the results have even more meaning. They learned what had been suspected for some time, namely, that a pre-camp training programme, no matter what the method, needs follow-up.

The meetings at camp were conducted in an informal manner with the camp director in the background. An atmosphere of complete freedom of discussion was established in which any counsellor was encouraged to say what he thought. Again it was found that a lecture or letter might be heard or read and what is more, absorbed, but not always agreed with or acted upon. A lecture or a letter might be considered as "policy" handed down to be obeyed, but the observance would not necessarily be effective or understandingly performed. Since successful work with youngsters must be done in an atmosphere of warmth and freedom from tension, compliance with the "letter of the law" often fails to promote growth and character building. The counsellor must feel what he is doing.

This experience confirms the suspicion that free participation by the staff in matters of philosophy, policy and camp counselling is indispensable to good camping. The letters paved the way for that participation in camp, sensitized the staff, and invited discussion.

—•

Your Summer Camp and An Audubon Junior Club

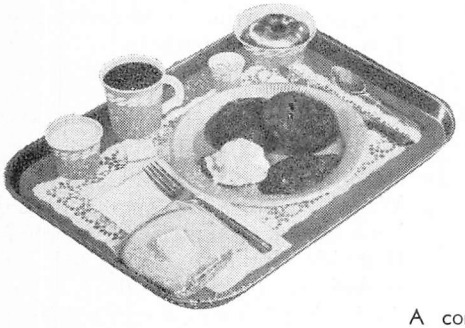
The Audubon Society of Canada is pleased to announce details of a plan to aid you with your Summer Camps of 1958.

The AUDUBON JUNIOR CLUBS SUMMER CAMP MATERIAL will once again be available for 1958, and those of you who have had previous experience of an AUDUBON JUNIOR CLUB at your Summer Camp, know just how much the members have appreciated and enjoyed the fine selection of projects and activities set out in this material. It is easily and effectively integrated with the rest of your programme — swimming, hiking, boating, campfires, picnics or over-night trips etc.

Whether the children are with you for a day, a week, a month or the whole summer, this plan — the theme of which is "exploring"— will be welcomed with tremendous enthusiasm. Not only will it increase the 'fun' the children have at your camp, but it will create a lifelong interest in the world about them.

Complete details of this material, with enrolment form (and details of the wonderful FREE offer to clubs of fifty or more members) may be obtained from the Audubon Society of Canada, 181 Jarvis Street, Toronto, 2.

No Camp Can Afford To Be Without



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Sermons . . . Under The Sun

Last fall, the Editorial Committee asked camp directors to submit a short sermonette or a Thought for the Day. From time to time we will include these contributions in the hope that the theme or the germ of the idea will provide the necessary spark for other talks at other camps at times when inspirational addresses are required.

The following, Patches of Sunshine, was delivered at Camp Ponacka by the Rev. Peter Slater, a graduate in Divinity from Cambridge University who was a member of Ponacka staff last summer:

A young boy once asked me, "Why can't I see God?" I replied, "Well, God is everywhere, and you can't see everywhere at once, can you?" Later on, I was a bit ashamed at such a slick answer, but when I thought about it I realized that perhaps it was right. God *is* everywhere.

The Sun teaches us something about this truth. What happens if we look straight at the sun? . . . That's right, Wayne, it hurts our eyes. But I don't have to look straight at the sun to know that it's shining. I can tell by the sunlight on the lake and in the woods. And, what is more, I can tell better by looking in some places rather than in others. If you look where Eddie is sitting you can see the sun streaming through the windows. That spot is full of light. But over in this corner is shadow and darkness. I can tell better that the sun is shining by looking at that patch of light where Eddie is.

Now God is rather like this. Even a very strong man probably cannot look

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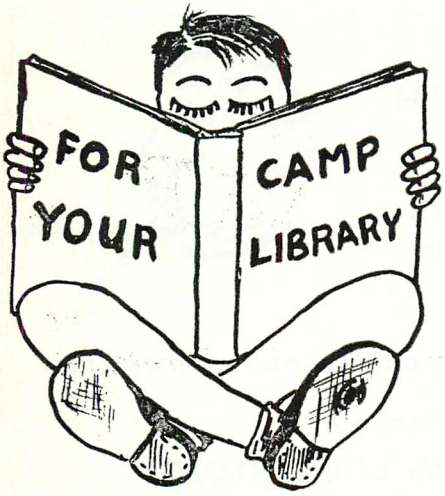

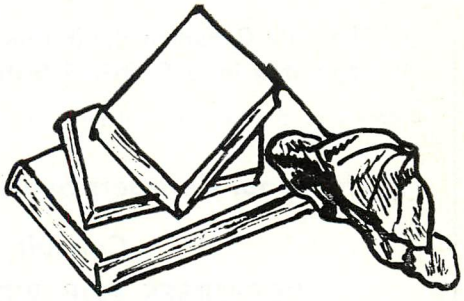

By Dorothy M. Douglas

THINGS TO MAKE YOURSELF
Glenn Wagner

Here are forty-one tested projects for "make-it-yourself" fans, many of which are fine ideas for the camp's craft or carpentry shop. Mr. Wagner, author of THE BOOK OF HOBBYCRAFT and HOBBYCRAFT FOR EVERYBODY, has designed them with the beginner in mind. Most of them would take only one or two sessions to complete, the exceptions being those such as a clever combination bench and picnic table (a park bench whose back can be tilted back to become a table), and a "Nee Deep" 8-foot Utility Boat.

Many of the projects employ simple things we find lying around at home or camp; a counsellor who started collecting them now would have a good supply of cheap materials by camp time. The variety includes wood, metal, textiles, electrical and general handicraft materials. Large tomato juice cans are the basis of a clever Waterscope for exploring life, old burned-out light bulbs can be painted (you dip them first in vinegar to make poster paint stick) to become Kilowatt characters — whiskers, hair, hats added to taste A Ford hubcap from the junk yard becomes an outdoor grill; a small-necked glass bottle, plastic drinking straw, cork, etc. becomes a barometer like to old sea captain's glass. Short lengths of used candles melted into paper cups and then painted turn into Teepee Candles for a party or banquet. There are designs for saddle bags and luggage racks for bicycles, miniature out-board racers, chuckwagon burger-boards — many of which appear in BOYS' LIFE Magazine. Dodd Mead & Company (Canada) Ltd. $3.50.

EASY TO MAKE
OUTDOOR PLAY EQUIPMENT
Reginald R. Hawkins

The author's experience with his family of four children ranging in age from two-and-a-half to eleven years has been the inspiration for these 40 varied pieces of long-lasting play equipment. Guided by the step-by-step directions and illustrations, an amateur carpenter can construct them with simple hand tools, knowing his efforts will be rewarded as the children jump,

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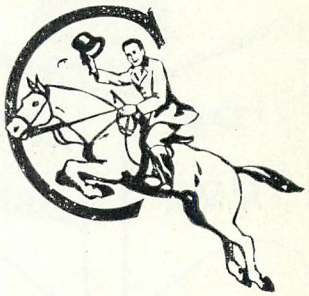

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slide, crawl and climb in safe enjoyment. Junior camps and summer playgrounds could set up or supplement their equipment from these designs. There are the standard devices (sandboxes, swings, seesaws, fences, a swinging gate, play-houses), and special novelties like an artificial brook and a home-made carousel. Among the simple and ingenious items are a Hillside Slide made of plywood with cleats to prevent slipping downhill, a Wheel Seesaw for three children, two firm Log Piles for climbing and jumping, and a "Through and Over" made of a concrete sewer tile, two flights of steps, and a platform, a design using discarded railway ties. New York, The Macmillan Company; Toronto, Brett-Macmillan Ltd. $2.95.

THE BIRD BIOGRAPHIES OF JOHN JAMES AUDUBON

Selected and edited by Alice Ford

It is over a hundred years ago that Audubon, the greatest bird and animal painter who ever lived, completed his ORNITHOLOGICAL BIOGRAPHIES as text to his great Folio THE BIRDS OF AMERICA. These biographies are among the classics of American literature, yet copies of the several volumes are rare and expensive, available only to collectors or professional scholars.

In order that many more of us may learn for ourselves the charm and quality of the originals, Alice Ford, an outstanding authority on Audubon, has selected and edited eighty of the most interesting and characteristic of his bird biographies. Her collection is illustrated with twelve examples of Audubon's drawings (which were in water-colour and chalk) from the Harvard University Library collection, beautifully reproduced here for the first time in four-colour gravure.

While there are a good number of books whose contents are efficiently arranged to help with location and identification, this reviewer has never read "biographies" that convey with with such affection and appreciation the character of each bird, or enable one to picture, indeed almost project oneself into, its habitat. Each study is absorbing, delightful. I doubt one can find anywhere — even in Fenimore Cooper — a counterpart for his writings of the wilderness, the jottings in ledgers and old journals which, recorded originally for his own satisfaction, were skillfully edited by William McGillivray, an Edinburgh scientist, artist and writer. Many of Audubon's observations took place in the Southern States, Louisiana in particular, yet most of the birds described in this collection appear also in Canada (he calls it "The British Provinces", a reminder that he was writing in the days of our frontier past, 1826 to 1839.) New York, The Macmillan Company; Toronto, Brett-Macmillan Ltd. $10.00

The Craft Books of Ellsworth Jaegar

Just a reminder about two excellent books, EASY CRAFTS and NATURE CRAFTS, by Ellsworth Jaeger whose WILDWOOD WISDOM is well known to camping people everywhere. This reviewer recently visited the Buffalo Museum of Science at Humboldt Park in Buffalo with which Mr. Jaegar has been associated. Don't go anywhere near Buffalo without seeing it! To mention the bird exhibits alone, you can look into a "shop window" on a scene, a marsh or maybe a meadow, where the birds, flowers and trees of such an area are so realistically grouped you can all but hear them sing. The wonderful collections and life-like methods of display compare favourably with the Chicago Museum of Natural History, probably the most inspiring nature museum on this continent. (Mr. Jaegar's craft books are published by The Macmillan Company).

RIDE WITH THE SUN

United Nations Women's Guild

This is an anthology of folk tales from the member countries of The United Nations, the stories being arranged to "ride with the sun" from East to West around the world. Crippled orphans in Haiti, deaf mutes in Indonesia and homeless boys from the slums of Lima, Peru, are among the children who have been helped by the sale of this book. It was published in New York in 1955 and in the first year royalties amounting to over $2,300 were donated to children's charities such as those mentioned above. This book would be a good addition to the camp library, or the tales could be read aloud in the rest hour or fireside evening. We shall be offering suggestions in the next issue of CANADIAN CAMPING on publications and materials to awaken an interest and awareness among our fortunate Canadian campers of the way of life, the needs, the opportunities we have to know and help children of other lands. McGraw-Hill Co. of Canada, Ltd., Toronto. $4.05.

SKILL IN GAMES

Helen L. Bryans and
Roberta Charlesworth

At times, when a true sports enthusiast appears on the staff, there is great need for a handbook that goes into infinite detail about the playing of games which might be introduced to the campers. Skill In Games is just such a book, with its material so deftly organized and presented for quick learning through an extensive use of diagrams, drawings and photographs. For perusal before camp, the counsellor will do well to review the teaching methods. Field athletics, suggestions for programme and an outline of the different types of competitions and tournaments will serve to efficiently organize the highlight events every camper anticipates as an important part of his summer life. J. M. Dent & Sons (Canada), Limited, Toronto. $3.

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It is hoped that any directors from anywhere in Canada who have staff members in Toronto will sponsor their attendance at this course, the programme for which appears below:

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Perhaps you have a written history in your particular neck of the woods. The local newspaper office ought to be able to give you information; and you may even be able to track down some books. We have stories of a local settlement of British emigrants which failed, (and we have a host of deserted houses to bear witness to the tragedy); and local square dances; three perfect, little Anglican churches; and a well-laid-out, non-existent village! And campers are enthralled!

It is all a matter of asking questions and listening to your neighbours. And it is well worth the effort of collection, for campers never seem to tire of this painless method of enlarging horizons.

—•

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right in His face. Yet God is everywhere and we can tell better that He is there by looking in some places rather than others. The best place to look is in the lives of people who really live the way God wants them to do; as Jesus did. There especially we can say God is near and at work.

Two points are important here. First, God is everywhere: we need never feel lonely and without friends. Secondly, you must live the way God wants you to, so that you may be patches of His sunlight. Then people can look at you especially and know that God is really here. You can be a patch of God's sunshine for somebody else.

—•

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parents in the selection of the camp best suited to their needs. A map of the camp itself, showing layout, the location of the buildings, swimming, boating, riding and other areas, woods, etc., will improve the brochure appeal.

The brochure may contain a list of parents whose children have attended the camp and the number of seasons, references of educators, camp consultants, physicians and others.

It is not necessary to produce a brochure each year. Once an attractive and effective piece of literature is printed, enough copies can be printed for use over a period of two, three or four years. Additional copies can be printed at little additional cost. Then each year, as the original brochure is used, smaller supplements may be printed or mimeographed to send along with the brochure to indicate any changes which may have occurred in camp plans, equipment, policy or tuition.

A camp motto which points up the objectives of the camp will remain in the mind of the reader and should be emphasized by being placed in a prominent position in all the camp literature and letterhead.

The securing of good photographs of camp activities, camper groups, cabin groups, beautiful scenes, buildings should be planned in advance and a photographer should be engaged early to spend two or three days in the camp to get effective pictures. Planned shots should be studied by the director and photographer. Hit-and-miss photos used in the literature will give a hit-and-miss appearance.

Since the promotion literature used often will represent the camp before the director makes his visits to prospective parents and campers, it should be as attractively and as colorfully designed as ingenuity, budget and printing can make it. Camp literature will give the reader some impression of the camp.

—●

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fighting. Smith carried, or had tied to his saddle, a short club and when the battle was on he usually waded in, trying to hit the beast without striking a dog. As he was an expert with the club, from long practice through killing many coyotes over the years, he nearly always succeeded, though at times the fight might last several minutes before he was able to give the animal its coup de grace.

This country had been originally buffalo land and then cattle country. The coyote and cows were compatible. In the sheep lands the coyote is a menace that the sheepherder must battle at all times. There is a fundamental clash between the prairie wolf and the man, for these animals slaughter the sheep whenever they are left unprotected. In this country the wolves were plentiful, they could be heard far and near every night, and running them with dogs was a popular sport. They occasionally raided the poultry houses, but not often enough to make them a nuisance to the farmers, for one or two hounds running loose in the farmyard would make them stand away. Running them with the dogs controlled and kept their numbers low.

Coyotes, as they affect cattle in a stock country, are carrion eaters; they clean up the dead cows so that disease is controlled. Rabbits and rodents of other kinds are their main diet, but it should be stressed that this wolf will take the most readily available food. It can be rabbits, gophers, carrion livestock or poultry, anything is edible if they can get it down. They seem to prefer live food, for if the big jacks, or the gophers are plentiful the wolves will take these in preference to other foods.

Bounties on these wolves were popular at that time. Control of animals by bounty has always been approved by the legislatures for they can be easily applied,

give good results in skins or skulls, and make the minimum bother as well as pleasing the majority of the voters. Unfortunately, bounties will not control pests. Bounties are paid on animals that might be called surplus. Over the years the numbers of any animal will fluctuate widely, high in summer and becoming low just before the breeding season. When a long period is studied it is seen that the numbers will vary widely over a short period but remain almost constant over a long time. That is fifty years ago there was nearly the same number and provided there are no radical changes, such as a country growing up to trees where it was formerly grass, fifty years from now the numbers will be the same as they were fifty years ago. Bounties, as has been shown time and again, will not control any creature.

—●

UNLESS THERE IS A LIGHT

Children fear their shadows,
Yet have no cause for fright;
There cannot be a shadow
Unless there is a light.
If you can see your shadow,
The sight can only mean
That light is shining, but yourself
Has gotten in between.
There is no less of radiance,
But you have blocked the sight . . .
Stop looking at the shadow,
Start looking at the light.

—Anon.

"if it's in the recreation line . . . I have it . . . or can get it"

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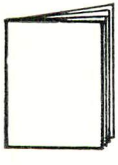

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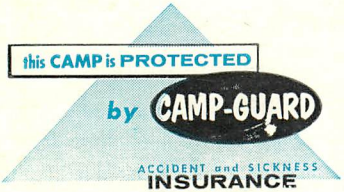

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